

# Sentence Combining: Clauses

## STUDENT OBJECTIVES

- Identify and use techniques to combine sentences by using subordinate clauses

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary** p. 75
- **Practice Worksheets**, Levels A and B, pp. 76–78
- **Reteaching Worksheet**, p. 79

## Teach

1. **Sentence Combining—Inserting Clauses:** Tell students that using the various techniques of sentence combining can make their writing more lively, clear, and concise. Point out that short, choppy sentences, or sentences with a lack of order and connection should often be combined. Explain that *one* technique is to combine related sentences by converting one sentence into a subordinate clause and inserting it into the other. Explain that a subordinate clause is often introduced by a subordinating conjunction—such as *when*, *because*, or *although*—or by a relative pronoun—such as *who*, *which*, or *that*.
2. **Teaching Sentence Combining—Inserting Clauses:** Distribute the **Lesson Summary**. Go over the **Academic Vocabulary**. Make sure that students understand the concepts of independent clause and subordinate clause, and understand when sentences need to be combined as clauses. To illustrate, write the following two short sentences on the board:

### EXAMPLE DRAFT

My brother Rodney set the table. Our whole family ate dinner.

- Point out that the sentences are choppy and unconnected.
- Next, model how to combine the two sentences into one. Write on the board:

### EXAMPLE REVISION

After my brother Rodney set the table, our whole family ate dinner.

- Point out that in the revision, one whole sentence—“My brother Rodney set the table.”—has been converted into a **subordinate clause** that begins with the **subordinating conjunction** *after* and ends with a comma.
- Explain that, in the example, combining the two sentences has the benefit of showing the sequence or order of events.
- Give students another example. Write these sentences on the board:

### EXAMPLE DRAFT

We all enjoyed the dinner. My father had cooked it.

- Show students that the example sentences can be combined by using a relative pronoun to introduce one clause. If necessary, list **relative pronouns** (*who*, *which*, *that*) Write the revision on the board:

**EXAMPLE REVISION**

We all enjoyed the dinner that my father had cooked.

- Stress that a **subordinate clause** is also known as a **dependent clause** because it cannot stand alone; it is dependent upon the main clause.
- Point out that the thought expressed in a subordinate clause is typically less important than the main idea of the independent clause.

**3. Guided Practice:** Direct students’ attention to the **Here’s How** steps on the **Lesson Summary**. Guide them through the steps as follows.

- **Subordinating Conjunctions:** Review the subordinating conjunctions shown in the chart. Call on volunteers to use the conjunctions in original sentences. Guide students to read the example in **Step 1**. Have a volunteer explain what has changed from draft to revision in the example. Point out that if the subordinate clause stands first in the sentence, it is usually followed by a comma, whereas if it comes *after* the independent clause, a comma is *usually* not necessary.
- **Relative Pronoun *who*:** Have a volunteer read the example in **Step 2**, explaining what has changed from draft to revision in each example. Have a volunteer explain when the relative pronoun *who* should be used to introduce a subjective clause. Stress the distinction between “essential” (no commas) and “not essential” (set off by commas).
- **Relative Pronouns *which* and *that*:** Again, have a volunteer read and explain each example in **Step 3**. Be sure students understand that *which* and *that* cannot be used for people—only for places or things. Reinforce the connection between *that* + no commas and the connection between *which* + commas.

**QUICK CHECK.** Write the following pairs of sentences on the board and ask students to combine the two sentences into a single sentence by changing one into a subordinate clause.

1. Susan is our team captain. She scored two goals this afternoon. (*Sample: Susan, who is our team captain, scored two goals this afternoon.*)
2. The skies were cloudy. We could not view the eclipse. (*Sample: Because the skies were cloudy, we could not view the eclipse.*)
3. Luke spent four months training. He ran his first marathon. (*Sample: Luke spent four months training before he ran his first marathon.*)

**Practice and Apply**

Activities involving combining sentences by inserting clauses appear on pp. 76–78.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level or above-level students.

## SENTENCE COMBINING: CLAUSES, CONTINUED

### Answer Key: Practice Worksheet A

1. *Chimpanzees that are raised in captivity cannot survive on their own in the wild.*
2. *Because chimpanzee shelters are needed in Africa, people have donated their time and money.*
3. *Jane Goodall, who is a famous wildlife expert, said she would help set up the shelters.*
4. *In the wild, five years may pass before a baby chimp stops nursing from its mother.*
5. *While baby chimps grow up at the shelters, they receive their milk from bottles.*
6. *The workers who take care of the chimps must teach them new survival skills.*
7. *After one female chimp had lived for years in a cage, she had to learn how to climb trees and pick berries.*
8. *One orphan who had become sick lost all his hair.*
9. *The orphan was named Uruhara, which means “bald” in an African language.*
10. *Now Uruhara has hair again because he received lots of love and good care in the sanctuary.*

### Answer Key: Practice Worksheet B

1. *Archaeologists have found many tombs in Ur, which is one of the ancient cities of the Sumerians.*
2. *Searches that were carried out in these tombs uncovered as many as 74 skeletons.*
3. *The archaeologists, who documented their findings with photos, found gold helmets and jewelry.*
4. *Although the remains of donkeys and oxen were found, there were no skeletons of sheep.*
5. *Perhaps some Sumerians agreed to die because they wanted their lives to continue along with their dead king.*
6. *If you walked somewhere today, you used the most healthful form of transportation. Walking, which gives you a sense of well-being and energy, also helps you beat stress. Scientists who have studied exercise believe that walking two miles a day protects your heart. Although running also protects the heart, it eventually causes wear and tear on the body, especially knee joints. Walking, however, benefits your health for a lifetime.*

## Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least eight out of ten items correctly.
- **Practice Worksheet B:** Students should answer four out of items 1–5 correctly and should use sentence combining effectively in item 6.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the examples, and relate them to the rules. Brainstorm one or two new examples with students. Point out any short choppy sentences, or sentences with a lack of order and connection, in the “draft” examples. Stress that the choppy sentences or those with unconnected ideas should often be combined. Then have students complete the **Reteaching Worksheet**, p. 79.

## SENTENCE COMBINING: CLAUSES, CONTINUED

### Answer Key: Reteaching Worksheet

1. *Isle Royale is an island that lies in the northwest section of Lake Superior.*
2. *When the state of Michigan was laid out, Isle Royale became part of it.*
3. *This island first rose to fame thousands of years ago when Indians mined its copper deposits.*
4. *Backpackers who visit Isle Royale appreciate the beauty of nature.*
5. *If you look along the island's spine, you will see rock ridges rising hundreds of feet.*
6. *Although moose and wolves inhabit the pine forests, these animals are usually difficult to see.*
7. *Isle Royale is unspoiled because nature has raised barriers around it.*
8. *When we spoke to the park rangers, we learned that the island became Isle Royale National Park in 1931.*
9. *If you take a seaplane, you can get to the island quickly from the mainland.*
10. *Ferryboats carry people who are willing to spend a longer time making the trip.*